

Bushy Tails Pre-School

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Bushy Tails Pre-school opened in 1997 and operates from rooms within Stakes Hill Infant School in Waterlooville and has a secure outside play area. The pre-school is organised by a voluntary management committee and the supervisor has responsibility for the day to day running of the session. The pre-school serves the local area and children attend for a variety of sessions. There is disabled access to the setting.

Bushy Tails is registered on the Early Years Register. There are currently 75 children from two to five years on roll, of whom 55 are in receipt of nursery education funding. The pre-school is able to support children identified with special educational needs and/or disabilities and children at an early stage of learning English.

The pre-school is open five days a week during school term times. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm.

Currently there are seven practitioners working with the children and of these six have relevant early year's qualifications including National Vocational Qualifications at level 3 in Childcare and Education.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Children Links. There are close links with the host Infant school and other providers of early years provision.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have an exciting time in this good pre-school. They are stimulated and happy the whole session. The learning journeys show children make good progress and adults fully support their learning. Every child is involved in all the well planned activities. The leadership and management is good, they know the areas for improvement and the many strengths of this setting. There is good capacity for improvement. Parents are quite rightly extremely pleased with all the setting provides.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider carrying out a fire drill in the afternoon for those children who attend the afternoon sessions so they know how the procedures in an emergency
- develop the outside area to stimulate children's learning in problem solving, number and reasoning, mark making and to support their curiosity of the world around them.
- complete the self evaluation form to support the process of monitoring and

evaluation to further identify the strengths and areas to develop.

The effectiveness of leadership and management of the early years provision

All records, policies and procedures necessary for the safe and effective management of the pre-school are well maintained, and shared with the parents. There are effective arrangements in place to protect children and the staff know the procedures if they have any concern about a child. Staff make rigorous daily checks. A fire drill happens termly and coincides with those carried out in the infant school. However, they do not happen as frequently in the afternoons which means children attending then are not as aware of the procedures in case of an emergency.

The manager has excellent relationships with all the children, she is happy and the children respond positively to her. She is ably supported by her deputy and all the other staff members. They work well together to maintain the high standards from the previous inspection and to drive improvement. There are effective systems to monitor the quality of the provision and to identify areas for future improvement but the manager has not yet fully completed the Ofsted self-evaluation form. The leadership and management including the committee work efficiently, and have the required and necessary paper work well organised. Staff meetings are a time when everyone is encouraged to contribute their thoughts and ideas to make the setting more effective. Staff reviews help to identify practice issues and training needs. Staff regularly undertake training to keep their skills and knowledge up to date and they inform others of the main points the training covers.

There is a wealth of good quality stimulating resources for the children to use inside and outside. The staff work hard to set up an interesting and attractive environment each day for the children to work in. Resources are at the children's height to allow them to be independent and take responsibility for what they wish to play and work with. The outside environment does not quite reflect that of the inside but the manager is fully aware of this and has ideas for improvement. This is a fully inclusive setting where all children and adults are fully respected and staff work hard to ensure that there is no discrimination of any kind. They enjoy each other's company laugh together and work hard. After the last inspection, the manager immediately addressed the few recommendations from the previous report so they are part of the procedures and practices of the nursery.

There are outstanding links with the parents and they all spoke highly of the care and support their children receive here. One said 'She just loves it here, at home that is all we hear is Bushy Tails this and Bushy Tails that. She doesn't want to come away from here. I don't suppose she will want to come now to go and visit the school.' Parents are encouraged to contribute to the children's learning journeys. There are good partnerships with other providers. This ensures there is a two way communication to support the children both in the early years and as they move on to school.

The quality and standards of the early years provision and outcomes for children

The nursery setting is most welcoming, made attractive, cosy, and children have a great sense of belonging. Children and all staff share a warm and caring relationship. Children's needs and interests are met because staff take the time to talk to parents and children regularly.

Children are pleased to see their friends and immediately set to work once registration and early discussions on the weather and their news has been completed. Children are confident, interested and motivated by the carefully planned and prepared activities. They extend games for themselves, for instance in Home Corner children were completely engrossed in their imaginative play when one said 'I am at my Nan's birthday party. I am going to buy a big cake, she likes it'. This child went off to dress up as an adult to go shopping to buy the cake. She engaged another child who became the check out person and they made a successful transaction. The two of them were then joined by two more children and they all shared the party.

Older children act as good role models for the younger and new children and they develop caringly and responsibly and this helps the day to day running of the setting. Children know the preschool routines and feel extremely relaxed and safe. Most behave well because they know that this is what the staff expects of them. They share equipment and ask politely if they need something. While they are working, staff engage children in meaningful conversation to increase their vocabulary and ability to hold conversations with each other and the adults. The staff are most competent in dealing with children who have special educational needs. Their management of these children's learning and progress is very good. They love stories and enjoy being read to. The staff can bring the book to life with their expressions and tone of voice. Children know how to turn the pages of a book correctly and if no adult is present they read the story to themselves. The outside though is a favourite time for the children especially after it has rained. They put on their wet gear and wellingtons and find all the puddles to splash, in the muddier the better! Staff allow the children to experiment with the puddles, to take risks but not to cause others discomfort.

Children are fully aware of healthy lifestyles. They go outside each day engaging in a range of physical activities, have access to a drink throughout the session and become independent in their self care skills, for example, washing their hands before a snack. They help in the preparation of the snack and learn how to share the snack basket contents. Staff consistently ask children open ended questions encouraging them to think for themselves and to problem solve.

The planned daily programme arises from the staffs observations, assessment and monitoring the children's individual progress. This is effective and is backed up with many types of evidence including photographic and accounts of what children did and their achievements. Children thoroughly enjoy the planned activities are extremely happy and contented here and well prepared to go to the next phase of education.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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